

**All blanks are due to a lack of information provided by the publisher**  
**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	Hampton-Brown
<b>Web URL</b>	<a href="http://www.hampton-brown.com">www.hampton-brown.com</a>
<b>Title</b>	Avenues Levels D-F Reading Basics
<b>Author</b>	Tinajero, Schifini, Short, et al.
<b>Copyright Date</b>	2004
<b>ISBN</b>	07362-1612X
<b>Edition</b>	1st
<b>Course/Content Area</b>	Arts and Humanities/ESL
<b>Intended Grade or Level</b>	3-5
<b>Readability Level</b>	N/A
<b>List Price</b>	204.57
<b>Lowest Wholesale Price</b>	204.57

**All materials bid as of July 1, 2003 must be offered in an alternative format for**  
**The Kentucky Department of Education must receive a copy of the**

**Level of Accommodations**

<b>Rationale</b>	If Level Two or Level Three, please provide rationale for not Due to the small number of ESL students in KY, it is not economically feasible to comply with the levels of accommodations requested. We can make ASCII files available. It is hoped that this level of accommodation will be acceptable for ESL materials
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## **FEATURES**

### **Disclaimer**

The features of each book or program were developed by the

### **Content**

See attached program description.

### **Student Experiences**

See attached program description.

### **Assessment**

See attached program description.

### **Organization**

See attached program description.

### **Resource Materials**

See attached program description.

Gratis Items to be provided and under what conditions -

### **Available Ancillary Materials**

## Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was

Note: Please complete this section by indicating the research data and

**Research Available**      Yes      If yes, provide information below.

See enclosed Research Base document. Contact sales representative for additional copies of research base information.

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Avenues Level D-F Reading Basics</b>		
<b>Publisher</b>	Hampton-Brown		
<b>Item Evaluated</b>	Reading basics phonics sampler		
<b>Content Level</b>	ESL Grades 3-5	<b>Copyright Date</b>	2004
<b>ISBN</b>	07362-1612X07362-1612X	<b>Date of Evaluation</b>	7/23/04

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**  
Overhead transparencies are colorful, engaging, and language appropriate.

**Instruction & Assessment Strengths**  
Instruction is phonics based with clear objectives for each lesson.

**Organization & Structure Strengths**  
Lesson s are sequential following phonetic sounds.

**Resource Materials Strengths**  
Decodable story sets appear to have age appropriate themes and interest-level while providing text for beginning language learners. Reading practice book builds fluency as student listen to tape and concentrate on a reading skill and then practice it.

**Technology Weaknesses**

**Instruction & Assessment Weaknesses**  
Assessment material not provided and progress check at end of lesson is inadequate.

**Organization & Structure Weaknesses**  
Unsure from sample if word work tiles letters are specified for lesson (I.e. one lesson gave words to be made with tiles, but did not name tiles to be used, another gave tiles to be used, but not the words to be made).

**Resource Materials Weaknesses**  
Add-ons included are necessary for the reading basics program because lessons center around the decodable stories set and reading practice book are integrated into the lessons for guided and independent application of skills learned.

Technology Comments

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Equipment**

Windows No Macintosh No CD ROM FalseFalse Sound No  
Equipment Other

**Grade Level**

Primary No Intermediate No Middle No High No

**Audience**

Individual	No	Small Group	No	Large Group	No
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**Format**

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

**Presentation/Interface**

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

### Listening Skills

4

- Yes** Phonological Discrimination (sounds, words, phrases)
- Yes** Awareness of Paralinguistic Features (stress, intonation, pace, tone, rhythm)
- Yes** Comprehension of Standard Speech (phrases, directions, main ideas, details)
- Yes** Ability to Make Interpretations, Inferences, and Implications (purpose, attitude, style)

### Speaking Skills

3

- Yes** Lexical Competence (vocabulary to identify, describe, question, communicate)
- Yes** Grammatical Competence (arrange words, phrases, clauses into meaningful patterns)
- No** Semantic Competence (participatory discussion)
- Yes** Phonological Competence (pronunciation and production)
- No** Sociolinguistic Competence (use of verbal and non-verbal strategies)
- No** Discourse Competence (arranging sentences into meaningful sequences)

### Reading Skills

4

- Yes** Concepts of Print (directionality, alphabet, capitalization, punctuation...)
- Yes** Words Patterns/Phonics (blends, clusters/chunking, diphthongs, prefixes, suffixes...)
- Yes** Vocabulary (sight words, negotiating meaning, figurative language, idioms)
- Yes** Decoding and Comprehension Strategies (patterns, skim, text features, story structure)

### Writing Skills / The Writing Process

2

- No** Idea development (patterns, skim, text features, story structure)
- No** Organization (transition words, story structure, formats)
- No** Sentences (simple>complete>variety)
- No** Language (word choice, descriptive words)
- Yes** Correctness (sight words>inventions>approximations>standard)
- No** Genre (personal, literary, expository, transactive, reflective)

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time